

Distance Learning Professional Development Model

Existing Professional Development Model

Face -to-face

Inservice day (2-4 per year): 8-24 per year

Travel to inservice site

In-service instructor has a limited ability to develop as a role model for the teacher

Large inservice group

Short demonstration

Limited examples

Very limited hands-on

Support: Limited access to follow-up with inservice provider

Limited opportunity to process information/apply it

Students are seldom included in in-service

Print materials limited to handouts

Instructional materials are not provided

Use text as the primary instructional tool

General instructions

No opportunity to review

Costs: non-teaching days or substitute

Instruction only for the teacher

Results: Limited

Little change in teaching methods

Limited increase in content teaching time

New DL Professional Development Model

Distance learning delivered

Weekly 1-1/2-2 hours per week: 64 hours per year

Delivered to teacher's classroom/site

Role model provided to teacher by distance learning instructor

One-to-one

Full step-by-step and frequent demonstration

Variety of examples

Twice weekly hands-on

Support: Direct and frequent access to distance learning instructor via television, telephone, fax, computer

Provides opportunity to process information/apply it
Limited application of new information
Immediate application of new information

Provides opportunities for teachers to see students being successful; allows attitude and behavior changes related to instruction and expectations of their students

Full print materials which provide theory, information, methods, and implementation for student programs

All instructional materials are provided

Used the text only as a resource

Content specific instructions

Tape review

Costs: nothing additional Two for one - students and teachers
Simultaneous teacher training and student instruction

Results: Significant change

Significant change in teaching methods

Increase in content teaching time

Existing Professional Development Model

Limited gain in non-specialty content area

Limited gain confidence to teach non-specialty areas

Limited increase in use of instructional methods across the curriculum

Limited increase in mentoring

Limited movement to higher levels of use

New DL Professional Development Model

Significant gain in non-specialty content area knowledge and comfort level

Significant gain confidence to teach non-specialty areas

Uses new instructional methods across the curriculum

Become mentors to new instructors

Moves teachers to higher levels of use

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